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ABSTRACT

The second interim report of the Watertown, South Dakota, public schools career development project covers the year ending September 13, 1972. This second year continued program development and implementation and began dissemination of project information. Individual development was emphasized in the elementary and junior high programs, with specific decision-making situations explored during the senior high school years. Occupational information centers in the junior and senior high school provided information and counseling services. Career counseling for school-alienated youth, with work experience and similar programs at the secondary level, helped these students to evaluate their future. Acceptance of career education concepts in the schools carried over into the community. Included in this document is the evaluation team report on the project with detailed appraisals of each project objective. Among the recommendations the committee recommended that the various counseling activities be combined in one counseling center, eliminating the distinction between "career" counseling and "academic" counseling. (MF)

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CAREER EDUCATION

A Maturing Concept

Second Interim Report of the K-12 Project in Career Development and Bridging the Gap Between School and Work, Watertown, South Dakota. 57201.

VT018 016

"Nothing . . . is so powerful as an idea whose time has come."
Victor Hugo

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SECOND INTERIM REPORT

Project No. 0-361-0159
Contract No. OEC-0-71-0526

K through 12 Project in Career Development and Bridging the Gap Between School and Work

**Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576**

Clayton D. Carlson
Watertown Ind. School Dist. No. 1
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

September 15, 1972

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The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Clayton D. Carlson
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September 15, 1972

Foreword —

Dr. Robert M. Worthington, associate U.S. Commissioner of Education, led off his talk at the Commissioner's Conference for Chief State School Officers at Washington, D.C. June 15, 1972, with the following observations on the Career Development Project at Watertown, South Dakota.

DEVELOPMENT OF MODEL CAREER EDUCATION PROGRAMS UNDER PART C AND PART D OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

Watertown is a community of 14,000 population in the rolling agricultural plains and lake region of northeastern South Dakota. Watertown has a public school population of some 3,900 in six elementary schools, one junior high school, and one senior high school. Watertown is the site for a Multi-District Career Center which provides career exploratory experiences as well as career preparation centered on career clusters for students from the Watertown Senior High School and from ten other high schools in the surrounding area. Watertown is also the site of the Lake Area Vocational-Technical School, which offers career preparation programs at the two-year post-secondary level. Every student in the Watertown School District is involved in a comprehensive career education program, locally designed and implemented with technical and financial assistance from the State Board for Vocational Education and the Bureau of Adult, Vocational, and Technical Education of the U.S. Office of Education.

The Watertown Career Education program is helping students become aware of and prepare for the world of work outside of the schools. The program is designed to acquaint pupils with the modern world of work where they see the implications of school subjects for occupational roles, improve self-concepts, upgrade achievement and aspirational levels, and involve parents and community in understanding the career development needs of children.

The emphasis of career awareness and career exploration programs at the elementary school and junior high school levels is on individual development, rather than on career selection. The need for individualizing instruction is keenly felt and practiced, since the decisions an individual makes regarding a career are uniquely his own.

Various strategies are used to accomplish the goals of the career education program. Occupational information is integrated into the K-6 curriculum through field trip guidelines, math, reading, art, dramatics, literary and musical curriculum ideas and materials relating to career development; through a revised testing program; and through a study of the career life models of a variety of people. Interest surveys in the sixth grade help students become aware of their growth as individuals.

In the junior high school all students have an opportunity to explore many kinds of careers through exposure to career clusters and to examine the education or training needed to enter them. The transition to career education in the junior high school is one of increasing tempo and intensity. Here students can build on the career awareness base they developed in the elementary grades. The emphasis becomes much more of a direct correlation between specific disciplines and the world of work. Despite the more specialized approach, each student's course of study is still designed to allow him thorough exposure to all of the career clusters. Coupled with an effective occupational guidance program, the intent is to help a student prepare himself for the career decisions awaiting him.

Senior high school students can explore one or more of 12 career clusters in depth, and focus on specific decision-making situations. A realistic understanding of careers results as a direct relationship is created between studies in school and skills required for a specific career choice.

As students begin to develop self-established career goals, guidance and counseling services are provided to help each individual plan an educational path toward the tentative goal which he has set.

This path may take him through a career preparation program in the Multi-District Career Center, so that he can enter a job immediately upon graduation from high school. On the other hand, the path may take him through a two-year post-secondary occupational preparation program, such as the ones offered at the Lake Area Vocational-Technical School, enabling him to enter the world of work in a technical-level job. For still other students, the path may involve going through a four-year college in preparation for a professional-type job. Placement services are provided to insure that each exciting student is suitably placed either into a job, a post-secondary occupational preparation program, or a four-year college or university program.

The second year of project activity was one of implementation and of continued program development. Dissemination of project information has begun, and will continue and increase in intensity during the final project year.

The Interim Report reflects the direction the project took during its second year.

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

September 15, 1972

Dr. Sidney High, Chief
Exemplary Programs, Contracts,
and Grants Division
U. S. Office of Education
Washington, D. C. 20013

Dear Sir:

I am herewith submitting the Second Interim Report of the Career Development Project of the Watertown Public Schools.

This report covers the period from September 14, 1971 to September 13, 1972.

Career education is serving as a powerful catalyst in making the entire K-12 curriculum relevant to the life of the individual student.

We are planning continued implementation and dissemination of career education concepts in the third year of the project.

Respectfully,

Robert H. Cockle

Robert H. Cockle
Superintendent of Schools

Report Summary

A. Time Period Covered

The Second Interim Report of the Career Development Project covers the period from September 14, 1971 to September 13, 1972.

B. Goals, Objectives

Individual development is emphasized in the elementary and junior high programs, with more empnasis placed on specific decision-making situations during the final years of high school. An intrinsic project goal is to bring the teacher-counselor team into a closer working relationship, placing increased emphasis on counseling in the classroom.

Project staff members have developed goals and objectives to fulfill the seven original project priorities, outlined in the body of this report.

C. Procedures Followed

The Career Development Project is designed to create change through an inservice program for counselors and through an integrated K-12 program of occupational information, orientation, and exploration. The project is now moving into a final phase of information dissemination and data collection for final evaluation.

The elementary program is geared to eight areas of awareness, keyed to the world of work, and integrated with the K-6 curriculum. Teachers were given the awareness goals and targets at workshops. A variety of specific career education activities, many of them originating with teachers, were conducted at various grade levels.

Career clusters are used on the secondary level, not necessarily to zero in on specific skills for specific jobs, but to emphasize the work environment. The junior high student is exposed to the full range of opportunities within the framework of career clusters. In senior high the student begins exploring and developing his interests in depth.

The Experience Center for Individual Talent Exploration — Project EXCITE — is being developed to integrate all career clusters within the junior high curriculum. EXCITE will develop a rational approach to fulfilling the learning needs of the emerging adolescent by providing a more effective transition from the elementary grades to the senior high school. It will create an opportunity to individualize instruction in all areas.

Occupational information centers in the junior and senior high schools serve as important sources of information for both students and faculty. The centers serve the information and counseling needs of the majority of students.

A cooperative education program for potential dropouts is designed to keep students in school by providing employment experiences and an opportunity to develop a more positive self image. The work experience coordinator also maintains contact with students who have dropped from school, giving the dropout additional opportunities to evaluate himself and his future.

A revised testing program has been implemented in the district, and workshops on using test results were held for faculty members. This effort is a major move in shifting some counseling activities into the classroom by providing teachers more information on the interests and plans of their students.

D. Results & Accomplishments

Acceptance of career education in the Watertown schools has carried over into the community, where outstanding support has been received from business and professional people and from the community at large.

Various innovative methods are being used by teachers on all elementary grade levels. Greater emphasis is being placed on beginning competencies. The elementary curriculum specialist met with teachers by grade level to discuss present activities, strategies, and procedures, career concepts and ideas, Curriculum materials and equipment, career adaptations to curriculum, and curriculum references. Substitutes were supplied for the teachers during these sessions.

Emphasis in the junior high revolves around the Experience Center for Individual Talent Exploration (EXCITE). Elements of the program are being implemented for the 1972-73 school year, and additional emphasis is being placed on the role of the teacher in guidance.

A career planning guide, built around 1972-73 course offerings, provides a framework for developing future courses in the senior high, and serves as a tool for evaluating the importance of high school courses in relation to career education.

E. Evaluation

Three "on-site" visits to the Watertown project were made in May, July and August, 1972, for a total of five days. These visits enabled the evaluators to:

- Receive oral and written reports and testimony from the project staff
- interview project staff members, administrators, and faculty personnel
- observe career education activities in classrooms and in the community
- and review materials produced by the project staff.

In general, the evaluation committee concluded that:

- The second year of the project was productive in terms of overall goal attainment.
- Weaknesses cited in the first year project evaluation have been diminished or corrected.
- The project has been a catalyst to bring about purposeful change.
- The influence on teachers from the career education concept has been most effective in the elementary schools, while the major thrust toward students at the secondary level has been through counseling.

- For purposes of evaluation, placement, and follow-up, information should be accumulated and made available to those whose concern is career education with all its curricular implications.

- Parent or parent-teachers workshops of short (one evening) duration is a logical step in expanding career development.

- Of special importance. . .is the availability of counselors and career development guidance to students at the time they pre-register.

- As this program culminates, it will require a rather continuous internal evaluation so that those desirable and financially feasible portions developed or perfected during the last year of the project may be continued.

Overall, the evaluation team was convinced that career development as envisioned and applied in the exemplary project at Watertown has been and will continue to be an effective force in improving the educational opportunities and successes of students.

Following are summaries of the reactions and observations of the U.S. Office of Education evaluation team to the status of the various objectives of the project within the Watertown schools.

a. The development and implementation of an inservice program for counselors on occupational counseling to increase their ability to assist non-college bound students.

Much appears to have been achieved in the designation and operation of a center for occupational information in the Watertown High School. The district is also planning and beginning to implement an aptitude, interest, and achievement testing program which will contribute much to the ability of youngsters to make career decisions on the basis of greater self-awareness and greater self-understanding. While career counseling and career preparation programs have much to offer school alienated youth, it should become the business of all counselors for all youngsters. It is hoped that all counselors could help all youngsters identify a career goal and then assist each youngster in charting a realistic path by which he might achieve that goal. It is requested that ways be found during the summer to merge both physically and programatically the two counseling programs which appear. . .to be operating independently of each other. As teachers through curriculum revision take over much of the giving of career information and the giving of educational information related to career success then. . .all counselors will be freed to deal more with youngsters in the affective domain.

b. The development and implementation of a program of occupational information which will be integrated into the curriculum of eight elementary schools (K-6).

Teachers have been provided inservice training and the necessary resources by which to develop and implement classroom activities for the purpose of increasing youngsters' awareness to career options. In most, if not all activities, teachers have been successfully integrating these activities with the related basic skills areas of language arts, math, social studies, and science. Activities have been designed which not only increase the youngsters' awareness of careers but which also permit them to see relationships between their academic skills and the real world outside the classroom. Throughout the elementary grades, teachers should continue to be encouraged and assisted in efforts to build an educational program that encompasses the use of tools and other paraphernalia which permit youngsters to make practical, material application of concepts which were traditionally assumed to be learned by rote or only in the cognitive domain.

c. The development and implementation of a program of occupational information, orientation, and exploration for secondary school students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and facilitate them in seeing first hand occupational training programs and workers employed in occupations unfamiliar to the students.

While the complete turnaround of the junior high program may not be possible in the coming year because of time and staffing constraints, it would be well to establish long range goals which are not limited to existing constraints. With a program which the district deems ideal on the drawing board, and with long-range and short-term goals toward with ideal specified, more meaningful progress can be achieved. At a minimum it appears essential that some field testing operations be undertaken in the fall of 1972.

It is hoped that the concept of career development for all students, college-bound as well as employment-bound, can be articulated from the elementary and junior high levels so that it also becomes an integral part of the ongoing educational program at the high school level.

d. The development and implementation of a program to identify at an early age the potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement and follow-up, whether they continue in school or drop out prior to graduation.

Dropout prone youngsters have been identified at the high school level and enrolled in a career development class which meets for one hour a day, five days a week. Class time is dedicated to career and personal counseling field trips, and other activities designed to assist these youngsters in reaching a career choice.

e. The development and implementation of work experience, cooperative education and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

In addition to the day's release for work observation at the senior high level and the on-the-job training program for dropout prone youngsters, each student in the eight occupational areas offered in the multi-district program cycles out of the classroom for at least a two-or three-week on-the-job training experience. A regular distributive education program. . .is also in place in the district.

Non-profit private school teachers have been invited to participate and have elected to participate to some degree in the inservice training programs.

The planning for adequate service to disadvantaged students is very much underway in the Watertown district. The one element not yet implemented which will reflect the accountability of the program in this regard will be the operation of a placement and followup system designed to account for every youngster exiting from the system.

Elementary special education teachers have been included in inservice training and are implementing career awareness activities in their classrooms. . perhaps these youngsters are not being served adequately above the elementary level where they probably should be engaging in career preparation programs. . in occupations requiring limited levels of skill development.

. . .almost half the youngsters beginning a four-year college program do not complete a baccalaureate degree. If placement and followup results in Watertown reflect the same or comparable experience, then signals are clear that changes in the curriculum or in the career guidance program or in both are as much in order as if a comparable number of vocationally-trained youngsters were unsuccessful in employment. Similarly, college students without clear goals and college students who lose credits because of frequent changes in their majors have obviously not been well served by their schools in becoming aware of careers, in exploring careers, and in establishing realistic career goals.

F. Conclusions, Implications, and Recommendations

Both the school system and the community are reflecting the impact of the project, and the project staff feels that many aspects of the program can be transferred to other districts, if a receptive attitude exists.

Attitudes of teachers on all grade levels have become more positive toward career education over the past year. Elementary teachers have requested further exposure to career education through small workshops and inservice training.

Career education at the secondary level must begin with an analysis of the reasons why children are being educated. It is recommended that an effective secondary career education program start with only passing reference to the term "career education." Rather, interdisciplinary groups should study what things the student should derive from the school and the community. If existing curriculum is disregarded and the needs of both the student and the community are given full consideration, the answers to this question will inherently provide the base for a serious career education program.

There is a continued emphasis on K-12 counseling activity, resulting in more relevant individualized instruction.

A. Problem Area

Perhaps the most difficult problem facing a teacher is how to relate career opportunities to students in a meaningful way. Even the finest audio-visual materials are often not enough to make a career situation seem real to a student. In a rural environment many students find it difficult to identify with numerous technical skilled jobs normally associated with more urbanized and industrialized areas.

Simply getting teachers to emphasize career opportunities in the classroom and creating a program of active community involvement, although a good beginning, will not establish a successful career education curriculum.

While the high school dropout rate in Watertown has always been low, many students are traveling in a strange world — in school, but dropouts in their attitudes, emotions, and aspirations. The Watertown project is designed to meet the full range of needs of each student — for those who will complete college, and for the majority who won't.

The attitudes of both parents and youngsters probably results in many occupational misfits. Parents usually want to improve the lot of their children, but often ignore the realities of the occupational world. Youth, on the other hand, often know too little about themselves and the world of work. This results in unrealistic career choices ending in disillusionment, frustration, and waste.

Many of the most exciting career opportunities are in areas where the talents of the non-college bound student are most applicable. Few parents, students, or counselors have been aware of these career areas. To meet the needs of all students, career education activities need to begin in the early elementary years. It is imperative that all students exit from the public schools with an awareness of career opportunities suited to them as individuals and the education or training requirements and opportunities, since there are fewer slots each year in our economy for unskilled workers. The school is responsible to see that every student, upon graduation, is ready to continue his career preparation in a college or vocational school, or is prepared to enter the labor market or the armed forces.

In the high school it is possible for a student to partially develop his course of study to meet his interests and goals through the wide range of elective courses offered. This is the underlying assumption in the development of career planning guides, which expose two potentially serious problems:

- **There may be courses in the senior high curriculum for which there is little justification other than the fact that they have been traditionally offered.**

- **There may be a challenge to courses whose content can be justified on the grounds that the approach or emphasis in teaching the content does not best meet the needs of the student in terms of his goals and aspirations.**

Administrative support and the fact that the secondary teaching staff is well able to assume professional responsibility for course content make it probable that these problems will be overcome. It may take time to establish a thoroughly student-centered curriculum where all subjects are viewed in relation to the student's interests and aspirations.

On the elementary level, curriculum materials for career education are scarce in the intermediate grades. Time does not permit writing or producing all that is needed, and money for publishing staff-produced materials is limited. Limited funds also prohibit hiring an elementary career education counselor, although the need is recognized.

The general problem area remains essentially the same as outlined in the original project proposal, although varying degrees of progress have been made in all of the stated problems. The following statements are from the problem area outlined in the proposal:

- **The Watertown schools,** K-12, have emphasized the academic program. Every student is given the requirements for entrance into a baccalaureate degree program. Guidance counselors have spent much of their time counseling students into academic areas.

- **Specific needs** are in the area of the background of counselors on the junior and senior high level.

- **Academics** are of prime importance (in the present elementary program) . . . inservice work with elementary teachers and the introduction of new materials on occupations . . . is needed.

- **Inservice education** (on the secondary level) to emphasize the needs of students in all areas of work, the availability of resource materials covering all occupations . . . are needed.

- **Work experience** while in school should be provided for many students. This again lends credence in relating learning to doing.

- **All students** need an introduction to the many fields of work, both on the professional level and the technical level. Appreciating every area of endeavor is essential.

- **To culminate** the activity of guidance and counseling, direct interest needs to be taken in graduating students or in students leaving school.

- **School should provide** an opportunity for each student to secure a background for the world we will live in. A broad experience, an encouragement to consider all areas of work, is essential.

- **The program must** change dramatically from the lower elementary grades to the junior high school level. The change, however, should be gradual over this span.

- **The junior high** school program is vital to the student's development. Here he gains greater insights and understandings regarding the world of work. He also gains physical contact with the world of work through exploratory programs.

B. Goals, Objectives

The project's primary function is to span the school-work gap by making information on occupations an integral part of the K-12 curriculum. The program also helps disadvantaged students and identifies and assists potential dropouts. Intensive occupational counseling is provided for junior and senior high students.

Individual development is emphasized in the elementary and junior high programs. Junior high students are given the opportunity to learn about careers and the personal traits and training needed for entry. The program is not aimed at decision making, but offers an open door to exploring many kinds of careers. Senior high students explore one or more career clusters in depth.

Various strategies are used to accomplish the project's goals. Integrating occupational information into the K-6 curriculum is done through field trip guidelines, concrete math examples, a revised testing program, art, dramatic, literary, and musical curriculum ideas. Suggested miscellaneous lesson plans, arranged by subject and grade level for teacher use, are used K-6. Brainstorming and problem solving techniques are also excellent tools. Interest surveys in the sixth grade help students become aware of their growth as individuals.

Specific decision-making situations receive more attention during the final high school years.

Another vital goal of the project is to bring the teacher-counselor team into a closer working relationship, placing increased emphasis on counseling in the classroom. Principals and teachers have become career education innovators as they have recognized that all education is career education.

The individual project staff members have developed goals and objectives to accomplish the priorities set forth in the original proposal. Here are the seven original priorities:

- **Develop and implement** an in-service program for counselors on occupational counseling to increase their ability to assist non-college bound students.
- **Develop and implement** a program of occupational information which will be integrated into the curriculum of the six elementary school (K-6). The program is designed to increase the student's knowledge of the "world of work" and the application of the curriculum content to the world of work.
- **Develop and implement** a program of occupational information, orientation, and exploration for secondary students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and help them to see occupational training programs and workers in occupations unfamiliar to them.
- **Develop and implement** a program to identify at an early age the potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement, and follow-up, whether they continue in school or drop out before graduating. This should reduce the flow of these students into ranks of the unemployed or under-employed.
- **To develop and implement** work experience, cooperative education, and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.
- **Develop and implement** provisions for students not previously enrolled in vocational programs to receive specific job entry skills just prior to the time that they leave school. Some of these training programs will be very intensive and of school duration.

● **Develop and implement** provisions for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. Placement will be accomplished in cooperation with appropriate employment services, manpower agencies, etc. In addition to the broad goals of the project, each staff member has developed several sub-objectives to support and carry out the major purposes of the program.

Here are some of the goals of individual staff members implemented by the project to attain the broader objectives:

Senior High Occupational Counselor

Through a summer counseling program, make initial contact with students and parents which will provide an important counseling tool throughout high school.

Provide intensive occupational counseling and guidance during high school for initial placement of students following high school.

Work Experience Coordinator

Participate in the Neighborhood Youth Corps program.
Conduct a cooperative education program for potential dropouts.
Contact and keep in touch with students who have dropped from school.

Occupational Counselor

Develop and implement an inservice program for counselors.
Develop a K-12 testing program.

Elementary Curriculum Specialist

Develop a program of occupational awareness, K-6, to integrate into the curriculums of six elementary and two parochial schools. This will be developed around eight areas of awareness.

Re-design the elementary testing program.
Develop an elementary curriculum guide.

Secondary Curriculum Specialist

Develop the means to help a student design his course selection in senior high school centered around those courses which would best suit his interests and goals.

Provide orientation to career clusters for students to help acquaint them with concepts to be integrated into future curriculum approaches.

Integrate orientation to career clusters within the junior high school curriculum.

Establish priorities among academic and non-academic skills which all students would be expected to receive from their in-school experiences.

Reestablish the importance of the teacher's role in the guidance program, with the emphasis on career planning assistance.

Develop outlines geared to thorough integration of occupational information in secondary coursework.

Reassess course offerings in senior high based on their relevance to career preparation.

Develop in-class activities enabling students to perceive the personal pride and worthiness a worker feels toward his job.

C. Procedures Followed

The academic program is not being neglected because of the career education approach to education in Watertown, but integrating career concepts into the existing curriculum is giving more students access to future occupations by creating occupational awareness.

The project is designed to create change in the school system through an inservice program for counselors and through an integrated K-12 program of occupational information, orientation, and exploration. The total program has moved from an initial phase of orienting the district staff to career education and developing the roles each would have in the program. The project then moved into the implementation phase which is continuing, even while moving into a final phase of information dissemination and data collection for final evaluation.

The project has organized community resources for optimum use. A program for potential dropouts gives the disadvantaged student an opportunity to evaluate his own situation, and helps him to begin building his future. Specific career exploration and training centered on career clusters is being provided to some 435 10th and 11th grade students from Watertown and 11 surrounding communities in the Multi-District Career Center, which began its first year of operation in August, 1971.

The seven-member project staff is functioning as a team in coordinating the efforts of their areas of specialization in implementing career education practices in the Watertown Public Schools.

The staff is comprised of a coordinator, Clayton Carlson; a counseling specialist, Clair Glassing; a senior high school occupational counselor, Wayne Cormaney; a work experience coordinator for disadvantaged students, Jack Hegna; an elementary curriculum specialist, Mrs. Helen Dickson; a secondary curriculum specialist, David Marquardt; and an information and dissemination specialist, William Anderson.

This group works with the entire district staff consisting of an administrative staff and 71 teachers in the six elementary schools, 44 in the junior high school, 44 in the senior high school, 14 in the Multi-District Career Center high school, and 43 in the Lake Area Vocational-Technical School. In addition, several professionals are employed under Title I and compensatory education programs, and some 20 Title I aides serve all grade levels.

In addition, the project staff cooperates in extending career education information to other districts in the region, across the state, and to any district in other sections of the nation requesting information.

ELEMENTARY CURRICULUM

A program geared to the eight areas of awareness and their lifetime targets and keyed to the world of work is being integrated with the K-6 curriculum. One parochial school is also participating. Art, dramatic, literary, and musical ideas were developed in several of the schools. These included a play, "Community Helpers," in the first grade at Garfield School and a musical, "A Loaf of Bread," in the second grade at McKinley School. A staff-developed field trip guide for teachers is being used extensively, and mathematics curriculum materials for vocational measurement were purchased.

Teachers are helped to integrate career concepts into the regular curriculum through a six-part paper: presenting unit or activities, career concepts or ideas, career adaptations to curriculum, strategies and procedures, curriculum materials and equipment, and curriculum references. Areas of awareness provide teachers a classification for overall instructional objectives. Teachers were given the awareness goals and targets at workshops, and encouraged to adapt concepts and generalizations of career education in teaching these awareness areas: career awareness, self awareness, appreciation and attitudes, decision-making, economic awareness, skill awareness and beginning competence, employability skills, and educational awareness. Prime goals for all areas have been developed.

Teachers were given these goals and targets at workshops. A proposed curriculum guide will reflect awareness philosophy and will point out where these concepts can be incorporated into the curriculum. The guide will contain activities built around instructional objectives, methods of presentation, input, expected level of performance, output, and level of performance. All activities will be labeled according to Super's developmental stages. Various career-related books available in most of the schools are being considered in the suggested activities in the guide.

A workshop sponsored by Northern State College, Aberdeen, S. Dak. exposed Watertown and area elementary teachers to curriculum, counseling, and career education specialists. The teachers produced activities and a framework for units.

A general workshop for all elementary teachers in the multi-district was held to acquaint them with career education concepts and curriculum materials. Through another workshop, the district's elementary principals were given a background in career education to help them assist teachers in developing the program. Half-day workshops were held to appraise teachers of the areas of awareness activities, materials, and knowledge concerning the world of work. All K-6 teachers participated.

A curriculum materials distribution center has helped the elementary curriculum specialist know which teachers are attempting to work with certain materials, and it also gives her an entrance to classrooms which might otherwise have been closed to career education information.

Videotapes and photographs of career education activities in the classrooms serve not only as means of information dissemination, but also provide an external motivation for teachers.

Interest centers at the Lincoln elementary school are designed to meet the needs of the school's regular pupils — children who do not fit into the routine and the activities of their own graded school, and whose parents have chosen to enroll them in this individualized program. Each pupil is helped to discover his interests and develop some proficiency in them. The centers are staffed every other Wednesday afternoon by volunteer parents and aides. Electronics kits, woodworking tools, and a sewing machine have been provided by the project to augment the other activities and materials.

Teachers are encouraged to do simple cooking whenever it fits into the curriculum. With this activity, concrete understandings of recipe measurement is learned at an early age. Foreign dishes can be related to social studies, bread baking to chemistry, and cookie baking to the need to follow directions.

Here are some examples of specific career education activities at various grade levels and the curriculum activities surrounding them:

- **Fifth grade field trip** to view the court in action. Children talked with city attorney, states attorney, participated in mock trial, and visited county offices. The language arts activities resulting from preparation and follow-up included writing correspondence, writing summaries of the experience, drawing pictures of the experience, and spelling with related words, and reading a social studies oriented book.

- **Sixth grade study** of famous people in science and their individual contribution. Information was taken from many science textbooks.

- **Study of life models** of famous people, including the presidents, Thomas Edison, Lewis and Clark, Amelia Earhart, Richard Byrd, Ben Franklin, and Daniel Webster.

- **Careers in Government day.** Some 600 fifth and sixth grade students were involved in this outgrowth of curriculum work in one fifth grade class. The assembled classes heard Governor Kneip of South Dakota, the speaker of the State House of Representatives, and the mayor of Watertown, and questioned each speaker. A letter of greeting from President Richard Nixon was read to the children.

To determine the program's progress and direction, teachers were surveyed to determine and discuss the nature of career education accomplishments. A resource person and field trip survey was introduced at the end of the 1971-72 school year, and a teacher evaluation of career education activities was introduced at the same time.

SECONDARY CURRICULUM

As a student looks toward the future, there are more than 30,000 career opportunities. Becoming aware of this host of careers, and choosing those suited to personal needs, interests, and abilities, poses a problem for all students.

A partial answer to finding the "right" career is through career clusters, or groupings of occupations. Career clusters are not necessarily meant to zero in on specific skills needed for certain jobs, but are designed to emphasize the work environment — guidelines for a student to follow to see how his skills, aptitudes, and interests can be involved in a career.

Career education is not unique or separate from the existing educational programs in the district. It is, rather, an approach or emphasis integrated into familiar curricular practices, and has as a goal the full development of each individual and his talents.

The junior high school years provide an ideal time for exposure to the full range of career opportunities within the framework of career clusters. While basic academic skills are being polished, the student is encouraged to begin assessing and developing his talents and interests. Coupled with the many experiences and activities associated with the junior high, a strong guidance program helps the student to begin viewing himself as an individual with unique talents and abilities.

In high school, the student can start exploring and developing his interests in depth. Even though he may not be prepared to make any specific career decisions at this time, the student can begin to personalize his course of study. The large number of electives makes it possible to choose subjects related to interests.

Career education's goal through grade 12 is to help the student find direction for his future — vocational school or college for further specialization, military service, or employment. Career education does not stop even at this point, but is a life-long process of reassessing values and needs and taking advantage of available education and work opportunities.

Twelve clusters are an integral part of the Watertown program: health occupations, the communicative arts, consumer and homemaking, personal service, hospitality and recreation, construction, manufacturing, transportation, financial and business services, public service, natural resources and environment, and agri-business.

To make the best use of career cluster information, the student is encouraged to study the results of aptitude or interest tests, discuss career plans or aspirations with parents, and objectively assess his own strengths and weaknesses for careers. He is further encouraged to develop a course of study around subjects most closely related to the career cluster that most interests him.

A booklet called **Time for Tomorrow — A Guide to Career Planning**[1] is designed to help students achieve this objective. In-class discussions are held with all ninth graders to acquaint them with the concept of career clusters. A follow-up was embodied in the summer counseling program.

The Experience Center for Individual Talent Exploration — Project EXCITE — is being developed to effectively integrate all career clusters within the junior high school curriculum. The junior high faculty participated in a summer workshop to design guidelines for curriculum centered on career clusters. EXCITE is being designed to give a completely fresh look at the education of the emerging adolescent. Preliminary planning included visitation to schools in five states by junior high administrators and teachers, providing direction for a complete reexamination of the existing curriculum. A summary of the workshop activities is included under Part D, Results and Accomplishments.

EXCITE will undoubtedly provide the most comprehensive impact of the entire project at the junior high level. Much of EXCITE, an internally-financed three year study, was written by the project staff. A new curriculum will be built around the concepts and goals of career education. Block scheduling will be implemented, allowing for maximum flexibility and variation of coursework. Added emphasis will be placed on the role of the teacher in the guidance function.

EXCITE is an integrated program, combining the following student-centered concerns:

- **an emphasis on individualization of content**
- **a concerted effort to fully develop each student's talents**
- **an opportunity for the student to explore his own interests and broaden his horizons**
- **a wide variety of extra-curricular experiences for all students through implementation of career cluster model.**

EXCITE will develop a rational and well-researched approach to fulfilling the learning needs of the emerging adolescent by providing a more effective transition from the elementary grades to the senior high school. It will create an opportunity to individualize instruction in all areas, and provide continuous progress in the skills of math, science, and the communication arts. It will also establish a program around which the plan for renovating the existing junior high building, or providing a new structure, will take place.

To ensure that all students are exposed to the basic skills and procedures entailed in applying for a job, a pilot program is being successfully conducted in ninth grade speech classes. McKnight and McKnight's **Succeeding in the World of Work**[2] is being used.

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[1] **Time For Tomorrow — a Guide To Career Planning**, Career Development Project, 1972

[2] **Succeeding in The World of Work**, McKnight & McKnight, 1970

In a pilot program in ninth grade English classes, students interview on the job persons whose careers they find interesting. Students may take photographs of the worker and his environment, and can use a student-operated darkroom for processing the film. This program is designed to develop in-class activities to enable students to perceive the personal pride and worthiness a worker feels toward his job.

In the senior high, students are given an opportunity to spend a day on a job observing a career in which he is interested. The guidance office coordinates student requests for released time for this observation. Students have made limited use of this opportunity, and increased emphasis is being placed on the program.

A community resource bank, developed in cooperation with the local Rotary Club, coordinates the roster of individuals willing to come into the classrooms of teachers desiring resource persons. Continued teacher orientation is necessary to make the program successful.

Secondary department chairmen were hired as consultants to develop outlines geared to integrating occupational information. Thorough orientation and adequate preparation time is allowed to assure that this overall approach has greater effect than merely helping to change attitudes. A reassessment of course offerings is being made in the senior high curriculum based on their relevance to career preparation. This approach is highly controversial to academically geared personnel, and changes must appear to arise from student or teacher demand.

A coordinated program to deliver basic occupational information to students in each senior high class is being established, and development was integrated into a summer workshop. The preliminary approach is to develop an occupational information program to be incorporated into the teacher's traditional attempt to justify the student's need for the course. This provides a standard format built around clusters. It is assumed teachers will continue to integrate occupational information throughout the course year.

The secondary curriculum specialist is working with the secondary administrators and the guidance counselors to provide an orientation program for incoming seventh and tenth grade students to acquaint them with their school and community. Activities in this voluntary program include small group guidance sessions, an introduction to departments and their programs, and information tours of the community. Student interest and participation remain high.

COUNSELING SERVICES

Occupational information centers in the junior and senior high schools are popular with both students and faculty as sources of occupational information. The centers serve the information and counseling needs of the majority of the school bodies during the year. The center in the senior high school is staffed by two project personnel, the occupational counselor and the work experience coordinator. These staff members do extensive research to meet individual student and teacher needs for occupational information. Information is packaged in pamphlets, books, and other printed materials; microfilm cards containing occupational information; commercial occupational guidance systems, such as Chronicle's Viewdeck; and a wide selection of filmstrips and cassette tapes.

A casual atmosphere is maintained in the senior high center, and students are encouraged to browse and consult with the staff during free periods. Since there is a counseling carryover into the classroom and into non-career areas, the information center staff works with high school teachers, individually and in groups, to orient them to the center and to the status of career education in the system, and helps them to

become involved. Students from a parochial high school for girls and from the Muti-District Career Center, which offers eight occupational areas to some 435 students from 11 communities, are also introduced to the information center. The Multi-District staff relies upon the center especially for information in the areas of health occupations, business office services, drafting, and vocational agriculture.

The work experience coordinator concentrates most of his counseling and other efforts in working with disadvantaged students, and is beginning the third year of a class designed for potential high school dropouts. Each student studies an occupation of his choice, using the SRA exploration kit and other materials available in the occupational information center. Class discussions are supplemented with audio-visual materials in the areas of alcoholism, drugs, crime, welfare programs, emotional maturity, moral decisions, parental authority, respecting the law, dropping out, character development, and succeeding in the world of work. Field trips are an integral part of the program.

A cooperative education program for potential dropouts, begun in the final semester of the 1970-71 school year with seven students participating, is also continuing. Participants increased to 15 during the 1971-72 school year. The major goals of this program are to keep the students in school by showing them the value of a high school education, to provide students an opportunity to develop a more positive self image, and to provide employment experiences.

The work experience coordinator also maintains contact with students who have dropped from school to give the dropout additional opportunities to evaluate himself and his future.

Employer cooperation has been successfully sought to provide employment for dropouts and other disadvantaged students. Student participation is high, and generally excellent work attitudes are displayed.

The work experience coordinator cooperated during the summer of 1972, for the second year, in the Neighborhood Youth Corps program. Twenty-eight disadvantaged students were placed in jobs with public agencies for six weeks. He also cooperated with the South Dakota Employment Service in a summer employment program for students known as the Youth Employment Service (YES).

Occupational Information Center personnel, in cooperation with the regular high school counseling staff, conducted a summer career development counseling program for 218 incoming tenth grade students. Parents of the entire incoming class of 323 students were contacted and invited to participate.

The program was held to help parents and students become familiar with career education and to discuss the student's possible career choices and needs. It was also designed to broaden the student's background of career areas in regard to career exploration, skills and personality characteristics necessary for success in various occupations, and the educational avenues into career areas available in and beyond high school. The program also provided a general orientation to the senior high school.

Parent and student reaction to the program was generally favorable, with about one-fourth of the students indicating a definite career choice, one-fourth indicating no career choice, and approximately half naming an indefinite career choice. The counseling program is being further extended during the school year with project personnel making initial individual contact with all senior high school students.

Numerous individual counseling sessions, especially with senior students, are held during the school year. Last year a questionnaire designed to cause students to give careful consideration to their futures was used as the basis for interviews with seniors.

Watertown was selected early in 1972 as one of 15 South Dakota communities to have a program called Vital Information for Education and Work (VIEW) in its schools. VIEW is a method of presenting occupational information to students on microfilm cards. A 3M microfiche reader-printer was furnished to the district for this program, which is coordinated through the occupational information center. Project personnel assist students in utilizing VIEW.

Ohio Vocational Interest Survey (OVIS) testing is coordinated by the occupational information center, which administers and interprets the tests. The project supplies Edwards Personality Test materials to high school psychology classes, and the tests are administered by information center personnel on an individual or group basis. The OVIS has been given to all eighth and tenth grade students and occupational counseling files are begun on each student taking the test. Every tenth grade teacher is given information on the highest OVIS interest areas of his students. Orientation of teachers on the value of this information is considered a part of the overall testing program. The OVIS and the Edwards tests have also been given to students from the 11 surrounding communities participating in the Multi-District Career Center high school.

These tests are part of an overall testing program implemented in the Watertown district, and workshops on using test results were held for faculty members. OVIS test results were condensed into book form for distribution to teachers. This effort is a major move in shifting some counseling activities into the classroom by providing teachers more information on the interests and plans of their students.

The re-designing of the testing program is not confined to the secondary level, but reaches into K-6. In kindergarten and first grade, a motor perception test has been introduced, and in second, fourth, and sixth grades analysis of student learning potential is analyzed. The diagnostic Stanford test is given in fourth grade.

Testing for increase in vocational knowledge is conducted on the elementary level. Testing in first grade, for example, consisted of subjective pre-testing on cassette tape, with post-testing on video tape. Participating children were selected by the teacher on the basis of various levels of ability. A unit was presented in a school where disadvantaged children predominate. Standardized test results have always been lower for these children compared to results from children in other buildings. The post-test demonstrated a considerable increase in knowledge of specific workers over a six-week period.

The project helped organize and coordinate the first Post High School Opportunities Day program in the fall of 1971 for 1200 juniors and seniors from 18 high schools in the region. The program gives students an opportunity to see representatives for colleges, universities, vocational schools, the military services, the State Employment Service, and the Bureau of Apprenticeship and Training. The program has now become an annual event, with the project continuing to play an active role.

D. Results & Accomplishments

Career education is riding the wave of the future, and is destined for tremendous expansion and development on the national level, project coordinator Clayton Carlson told the Watertown Board of Education at its meeting at the outset of the second year of funding.

This expansion is apparent within the district and across the state and nation as a soaring interest in career education has brought the Watertown project into sharp focus.

Teachers on all grade levels and administrators became involved in career education activities during the first months of program implementation, providing an understanding and commitment to the goals of the program that are significant to its success.

At a meeting of the American Association of School Executives in Bismarck, N. Dak. last spring, attended by the district superintendent and the project coordinator, a career education conference in each of the participating states was called at the request of the governors. South Dakota's conference was held in Pierre in September with Superintendent Cockle as the keynote speaker.

Acceptance of career education in the Watertown schools has carried over into the community, where outstanding support has been received from business and professional people and from a cross-section of other residents.

ELEMENTARY CURRICULUM

Several publications were developed during the year to increase understanding of career education on the elementary level. Some of these were developed by the elementary curriculum specialist, others by elementary teachers in cooperation with the curriculum specialist or adapted for career education use by her. Among those produced are an elementary field trip manual and other field trip materials; recommended field trips and resource people by grade level; a career education unit to encourage a hobby collection; a booklet on creative language arts activities for elementary career education; a unit on electricity and magnetism; a unit on occupations for the first grade; a unit on simple machines, two booklets of random activities for elementary career education; a career development mini-unit on ecology; a banking unit; and an outline of prime career education goals. A bibliography of publications is available from the project.

Various innovative methods are being used by teachers on all elementary grade levels. These include incorporating career understandings and concepts into the existing social studies program. The elementary curriculum specialist met with teachers by grade level to discuss present activities, strategies and procedures, career concepts and ideas, curriculum materials and equipment, and references.

More emphasis is being placed on beginning competencies in the curriculum through several means. One elementary school has interest centers twice each month where a wide variety of concepts, from tools to dancing, are featured. The project has distributed woodworking tools to four elementary schools, and electronics kits were placed in fifth and sixth grades. Instruction is being individualized in the elementary schools through team teaching and cross grading. The project is providing information in the form of published and audio-visual materials.

SECONDARY CURRICULUM

Major secondary activities have centered in two areas: curriculum planning and revision in the junior high, and curriculum emphasis in the senior high.

The junior high emphasis revolves around the Experience Center for Individual Talent Exploration (EXCITE), an overall curriculum revision study. The study, which involves the entire junior high administration and teaching staff, is being built around the concepts and goals of career education, with emphasis on exploration of a wide variety of experiences. Elements of the program are being implemented for the 1972-73 school year, and additional emphasis is being placed on the role of the teacher in the guidance function. Future building plans will reflect this experience centered curriculum.

Through "mini-workshops" with selected high school teachers, a checklist of academic and non-academic hurdles was developed to establish priorities among skills which all students should be expected to receive from school.

The most important career education influence on the senior high level is a career planning guide. Built around course offerings for the 1972-73 school year, the guide provides a framework for developing future courses. It also serves as a tool for evaluating the importance of high school courses in relation to career education. Jobs in Watertown have been categorized into 12 clusters to facilitate career exploration and planning of course selections.

Discussions were held with all ninth graders in class to acquaint them with the concept of career clusters.

Field trips were arranged for ninth grade students to visit heavy industry and packing companies in Sioux Falls. This provided exposure to occupations not necessarily available locally.

A regional approach is also being taken in secondary career education through the education subcommittee of the local Model Rural Development Agency, which serves a 10-county region, and through the Multi-District Career Center, which serves students from 11 communities. Needs assessment and program development are accomplished through the subcommittee, on which the secondary curriculum specialist is a member. This subcommittee is an excellent vehicle for disseminating career information and practices. A career education orientation seminar was held for superintendents of the Multi-District schools.

The Career Center provides a concentrated approach to regional career education. The project cooperated with schools in the Multi-District to attempt to develop a combined effort to deal with the educational renewal concept. The project staff helped draft an area application for designation as an educational renewal site. The program was scuttled in Congress, but cooperative interest remains high.

The project helped promote and develop comprehensive placement service for senior high students. Known as the Youth Employment Service (YES), the pilot program functioned during the summer through the cooperative efforts of the project and the local school district, the Employment Security Department, the city of Watertown, and the Inter-Lakes Community Action Program.

ELEMENTERY WORKSHOP

The Elementary Career Education Workshop entitled "Career Education Awareness for K-6 Boys and Girls in the 70's," was one of the workshops conducted by the project during the summer of 1972.

It was chiefly organized to inspire teachers and adminstrators to a more total commitment to career education. This was attempted by providing more understanding and enlightenment regarding the total program.

The workshop objectives were:

- Educator understanding of the need for a more relevant curriculum, which can be provided by career education.

- Educator understanding as to use of Lee Laws' "Guide to Career Development" as an aid to teaching concepts.

- A clearer understanding for educators of ways to design activities and units applicable to the curriculum being taught, geared to career education awareness levels and concepts.

- A deeper understanding by educators of methods of interweaving vocational "hands-on-experiences" into the existing curriculum to make it a more meaningful, relevant curriculum for students.

- Student enlightenment as to practical methods of problem solving — decision making techniques.

- Ideally, a more total commitment to career education.

The workshop corresponded with the culmination of the first full school year of activities of the Project. Two months of the previous school year had been used for principal-teacher orientation to the program.

Forty of the 64 participants were prinicpals, teachers, teacher aides, and teacher subsitutes in the Watertown system. The others were from communities surrounding Watertown and from parochial schools.

The four areas of concern in the workshop were counseling, curriculum, decision making, and beginning competencies. The speakers and consultants pointed out the need for total self-actualization of the individual pupil. They also contributed to the workshop by assisting in making lesson activities which were both useful and relevant. The speakers and consultants and their areas of emphasis in the workshop were Dr. Lee Laws, Austin, Texas, levels of awareness, counseling and curriculum; Marya Barr, Los Angeles, Calif., self awareness — counseling area; Laurel Iverson, Springfield Branch, University of S.Dak., beginning competencies — curriculum area; Dr. Forrest Allred, Northern State College, Aberdeen, S.Dak., decision making — counseling and curriculum; and Terry Richardson, Northern State College, beginning competencies — curriculum area.

LESSON ASSIGNMENT

The lesson assignment for the workshop participants was to make three single career oriented lessons, one larger unit, or two mini-units, cooperatively or individually. The lessons were to be relevant to the subject matter. As lesson goals, concepts and generalizations of career education levels of awareness the participants wish to teach were to be used.

The assignment yielded 96 career education oriented lessons, revealing a varying grasp of career education concepts. Many of the lessons were well done and showed depth of thought and planning.

In an evaluation of the workshop, the participants were asked to respond "yes", "no", or "maybe" to six questions, and further comments were invited.

The questions and the response follow:

- Do you feel that you are better equipped to visualize the need for a more relevant curriculum such as career education provides? Yes, 64.

- Do you more readily see ways that Lee Laws' guide can aid you in teaching career education concepts? Yes, 61, Maybe, 3.

- Do you feel that you may be more effective in designing the writing of activities and-or units after exposure to this workshop? Yes 59, No 2, Maybe, 3.

- Do you see how you can more readily and practically interweave vocational hands on experiences into your total school program? Yes, 64.

- Do you feel that you know more about training students in problem solving-decision making techniques? Yes 54, No 3, Maybe, 7.

- In general, has the week left you with a more total commitment to career education? Yes, 64.

SECONDARY WORKSHOP

The Secondary Career Education Workshop in Curriculum Development was directly correlated with the activities of Project EXCITE. Project EXCITE (Experience Center for Individual Talent Exploration) is a three-year curriculum revision study directed at the Watertown Junior High School. Initial research and planning for Project EXCITE was begun in the spring of 1972.

Prior to the workshop, each of the 27 participants took part in at least one of the inter-school visitations made to schools in a five-state area. The workshop was the first time that the participants were able to assemble as a group for any intensive and prolonged discussion of their roles within Project EXCITE.

The overall workshop goals appeared simple at face value: To develop a comprehensive philosophy for the Watertown Junior High School; and to begin to articulate the goals and objectives for Project EXCITE. In essence, it was hoped that out of the workshop would come the guidelines for future curriculum revision.

The workshop also corresponded with the culmination of the first school-year activities of the Career Development Project at the secondary level. Project EXCITE is designed to incorporate all available imput of developments in career education. The secondary curriculum specialist of the Career Development Project was actively involved in the initial planning and developmental stages of Project EXCITE and it is anticipated that he will continue to work closely with the project.

Statement of Philosophy and Mission

The statement of philosophy and mission was developed early in the week.

During the first day of the workshop, the participants were divided among six randomly-selected interdisciplinary groups. Each group was charged with developing a statement of philosophy and mission.

After each group had reported back to the full workshop, a conference committee was selected to arrive at a concensus statement. The report from this conference committee follows:

Philosophy: We believe that the junior high student is at a crucial point in his self-development and that the junior high school should demonstrate a climate of opportunity and diversity for each individual.

Mission: The junior high school should provide:

- Resources (staff, facilities, materials) for talent and skill exploration with consideration for individual differences.
- A variety of experiences which will lead to a satisfying life of work and leisure.
- An atmosphere which will encourage responsible citizenship.

After agreeing upon the statement of philosophy and mission, the same randomly selected interdisciplinary groups met to develop goals and objectives. Although each group used the same basic format, the results varied considerably. Final development of goals and objectives remains as a top priority as Project EXCITE moves into the 1972-73 school year.

The complete proceedings of the workshop, including the preliminary goals and objectives, are contained in "A Compilation of Data Related to the Secondary Career Education Workshop in Curriculum Development."

Specific problems and alternative approaches to solving them were considered late in the workshop. The success of the groups in reaching final accord varied considerably.

The participants evaluated the week's activities at the conclusion of the workshop by responding to the following questions:

1. What was the most significant achievement of the worskhop?
2. What areas will need the most emphasis as the curriculum revision study continues in the fall?
3. What was your overall opinion of the workshop?

A typical response to the first question was that the participants had gained a sense of direction and a realization of the vastness of the problems faced.

Improved communication within the faculty and administration of the school district was a common answer to question number 2. "Frustrating but enlightening" summarizes the collective response to the third question.

SECONDARY GUIDANCE WORKSHOP

A secondary career education workshop in teacher-centered guidance was held in August with 35 secondary teachers and administrators participating. It was designed to help develop a coordinated senior high program for teachers outside the regular instructional setting.

Coordinated through S. D. State University, Brookings, workshop time was divided between information sessions on methods of teacher-centered guidance techniques and work sessions devoted to developing coordinated checklists to assist students in career planning.

Feedback from the workshop indicates many teachers felt that for the first time in years they were able to work together in a relaxed and meaningful setting. A renewed understanding of one another was prevalent. One participant attributes "the best beginning of a school year in a long while" to the workshop.

Participants and three workshop consultants discussed and planned achievement motivation and homeroom guidance activities for the new school year. One homeroom goal is to have each student be able to identify with one high school teacher, that is be able to communicate personal or academic problems.

DISSEMINATION

The project's first interim report has been incorporated into the ERIC system through the Clearinghouse on Vocational and Technical Education at Ohio State University. The report is catalogued under ED060179, **K through 12 Project in Career Development and Bridging the Gap Between School and Work. First Interim Report and Appendixes.**[3]

An ERIC library, begun at the outset of the project, was expanded during the year to a total of more than 200 microfiche and hard copy titles. What is considered a basic library of information has been built, and additions are made as significant new titles appear.

Computer searches of ERIC titles are conducted for the project through the Boulder Valley, Colorado school district, in cooperation with the S. D. Department of Public Instruction. Some 40 subject searches were conducted during the past year, at the request of project staff members and teachers.

A bibliography of these searches has been disseminated to all school districts in the state and to all teachers in the system. Two other bibliographies, on commercially produced curriculum, instructional, and professional materials for the elementary and secondary levels, were also produced for local and statewide distribution.

The information specialist determines the information needs of staff members and others in the system through frequent discussions. A surveillance of career education projects, colleges and universities, and other information sources is maintained to assist in identifying significant career education materials.

More than 200 requests for career education materials were received from outside the district during the year. These requests were filled by answering specific questions, and by supplying brochures or other information about the project. Publications developed this year include one giving an overall perspective of the program; a brochure presenting career education based on the pyramid concept; and a variety of mimeographed materials on specific career education topics. A newsletter is also produced periodically and distributed to all school personnel in the district and to all public schools in the state.

Thirteen mailing lists are maintained, ranging from local news media to a nationwide list of schools, institutions, and individuals who have requested information. Local news media have cooperated in using career education stories, and a comprehensive story was included in the 1972 Yearbook of the Associated Public School Systems. News releases are also distributed statewide.

Other dissemination methods include presentations by staff members to school systems and to other educator groups at several points in the state, and providing information to visitors from several schools in South Dakota and neighboring states. There has also been an exchange of information resulting from staff visits to several other career education projects. The Watertown project has also received nationwide exposure by participating in a North Carolina State University career education project.

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[3] **K Through 12 Project in Career Development and Bridging The Gap Between School and Work.** Career Development Project, 1971.

E. Evaluation

THIRD PARTY EVALUATION TEAM REPORT

AUGUST 1972

The purpose of this report is to present an evaluation of activities and progress in the exemplary project in career development during the second year of operations at Watertown, South Dakota. The "K-12 Project of Career Development, and Bridging the Gap Between School and Work" henceforth called the Career Development Project, has been located in and conducted by the Watertown Independent School District No. 1. The second year of the project, which this report covers, was September 14, 1971 through September 13, 1972.

This report was prepared by a three-member evaluation committee or team composed of Dr. Kenneth Bryant, Northern State College, Aberdeen, S.D.; Laurel Iverson, Springfield branch of the University of S.D.; and Dr. H.C. Rustad, University of S.D., Vermillion. The same team conducted an evaluation of the project's first year of operations so that continuity in the process of appraising the Career Development Project at Watertown was represented in this second evaluation report.

Numerous courtesies and the generous hospitality which were extended to the evaluation committee by the Watertown faculty, administration, and project staff are recognized and appreciated. The capacity to serve as consistently gracious hosts was a characteristic demonstrated by Watertown personnel according to experiences of the evaluation committee. Further, the openness and cooperation of the project director and his staff in meetings with the evaluators was commendable.

Three "on-site" visits to Watertown were made by the evaluation committee in May, July, and August, 1972 for a total of five days. These visits enabled the evaluators to:

1. Receive oral and written reports and testimony from the project staff
2. Interview project staff members, administrators, and faculty personnel (Interviews were conducted with individuals and small groups.)
3. Observe career education activities in classrooms and the community,
4. and review materials produced by the project staff.

The committee was extended opportunities to address questions and offer suggestions to the project staff, school administrators, and faculty members. In addition, the evaluators received copies of quarterly reports prepared by the project staff during the second year of operations.

All members of the committee had other opportunities to become acquainted with school and project personnel through participation and involvment in career education curriculum workshops held at Watertown during the summer of 1972.

In the May visitation, the evaluation team received written and oral progress reports from three of the project staff members, viewed and heard video and audio tapes of career education classroom activities, and toured facilities with project staff members as guides for the purpose of observing career-oriented instructional activities and interviewing classroom teachers and building administrators.

The July visitation consisted of extensive oral reports by the project curriculum specialists. The secondary curriculum specialist reported on the completed career education curriculum workshop for junior high school teachers and plans for a senior high school teacher workshop. The elementary curriculum specialist reported on plans for an elementary teachers workshop in career education, presented a report on efforts to obtain objective measures concerning student achievement related to career education, and reviewed career education materials and lesson plans developed for use in the elementary schools by teachers and the project staff. In addition, the evaluators interviewed the work-study coordinator associated with the project and obtained an oral report on his activities.

During a 3-day visit in August the evaluators heard reports and received additional materials from all project staff members except one. The exception was the work-study coordinator who had met with the evaluation committee in July but who was at a statewide vocational meeting in August when the evaluators visited Watertown. Following intensive interviews with project staff members, the evaluators met with seven administrators from the Watertown school system.

In general, the preceding activities formed the base from which the evaluation of the Career Development Project during the second year of operations was made. The evaluation team, at the time of this report, was not aware of any objective evaluation devices which were available for measuring individual student changes due to career education.

Activities of the Career Development Project have been documented in quarterly and interim reports as well as in other materials generated by the project staff. Therefore, the committee has concerned itself with reporting its evaluation on the level to which project goals have been attained as well as overall observations concerning the project. Career Development in its positive form may be a state of mind, which while reflecting itself in many ways, might easily be confused with other causative factors producing similar relections. As a result and under the assumption that a basic effort results in logical conclusions, this report has been developed as an extension of logic by the evaluators through the merging of their perceptions and judgments which were obtained in the aforementioned experiences with the school and project personnel and materials. Therfore, the balance of this report consists of an evaluation of the goals and activities set forth by the Career Development Project staff as observed through consultation with the project staff, administrators, and faculty and a consideration of materials prepared within the project.

A. **To develop and implement an in-service program for counselors on occupational counseling to increase their ability to assist non-college bound students.**

(1) The evaluation team has observed that considerable emphasis was given to the training of counselors during the first year of the project. Less implementation was given to this objective during the second year. Indications are that further efforts in this direction are being planned for the final year of the project.

B. **To develop and implement a program of occupational information which will be integrated into the curriculum of the eight elementary schools (K-6). The program will be designed to increase the student's knowledge of the "world of work" and the application of the curriculum content to the world of work.**

(1) This objective has been implemented by:

a) supplying materials and instructional devices for teachers to use in elementary career development programs. Some of these were: recordings — both audio and visual — books and book lists, field trip information, filmstrips, manipulative devices, picture study prints, career dolls, and study construction kits. All of these could be used to incorporate career education into a variety of subject and grade level areas.

(2) helping teachers in the elementary school develop a philosphy and an application of career education. This was the result of:

a) an elementary-teacher career education workshop attended by 64 teachers, of which group 45 have Watertown addresses. (five days)
b) half day workshops for teachers during the school year emphasizing the areas of awareness.
c) demonstration teaching in various classrooms.
d) developing sample units of study incorporating career development.

It may be premature at this time to relegate the elementary curriculum specialist to the function of an administrative supervisor as an "on call" consultant. While it is true that over one-half of the elementary teachers have responded favorably, a continued effort to develop a philosophy of career development is the esential part of the K-6 program. There will be time enough to determine if the program can stand alone at the end of the third project year!

C. **The development and implementation of a program of occupational information, orientation, and exploration for secondary school students (7-12) which will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and facilitate them in seeing first hand occupational training programs and workers employed in occupations unfamiliar to them.**

An occupational center has been established by the project staff, with sufficient occupational material for the student and staffed by two counselors.

From the committee's observation this center is being used primarily for those students interested in a skilled type occupation. For those students who are college bound, the existing counseling center has continued to be the primary point of service.

It is the committee's recommendation that these facilities should be combined and, if desired, retain the title of occupational information center. The committee reiterates that having one counseling center is an important aspect of career education, which would be in keeping with the philosophy that we are teaching the dignity and respect for all occupations.

A counseling program for parents and students was conducted this summer for those students entering the sophomore year in high school. Of the 323 incoming sophomores, 218 interviews were held. 13 students canceled appointments or didn't show up, 23 were not intereseted and 69 were unable to attend.

The response from the parent and students who attended were favorable to the program. It would be reasonable to expect that the remaining 105 should be contacted as soon as possible at the beginning of the school term. This would indicate an importance of identifying the student with special needs at an earlier grade level.

The committee feels that there is an imbalance in the counseling services. The counseling services are concentrated on the secondary level. At the present time due to the lack of elementary counselors, elementary principals are given the role of elementary counselors.

It would be advantageous if the counselors could render assistance to the principals and elementary teachers, through informal meetings and written information.

By this prodecure the career awareness of the children in the elementary schools can be aided, the development of probable dropouts can in some instances be detected and more positive and appropriate cumulative records can be organized which will facilitate future counseling.

Parent visitations were conducted for those students in the 6th grade who were identified by the teacher as students with special needs. This was conducted by the elementary principals. These were beneficial to the principals in gaining a better understanding of the student and his problems.

A workshop was held for 35 senior high school staff, with emphasis on teacher centered guidance, student motivators and home-room guidance.

A community counseling program has been established by means of a special summer assignment of the assistant junior high principal. This effort involved business men and professional people whose services were solicited and who will counsel with students according to their occupational choices.

D. **The development and implementation of a program to identify at an early age the potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement and follow-up, whether they continue in school or drop out before graduating. The goal is to reduce the flow of these students into the rank of the under-employed and-or unemployed.**

The program of counseling potential dropouts and those who have dropped has been continued. Fifteen students took part in the program this past year. Employment experience was provided for those who wanted on-the-job-training.

The Neighborhood Youth Corp program has been continued with 28 students participating.

The counseling program has been successful as indicated by the participants and the student's attitudes toward jobs.

E. **The development and implementation of work experience, cooperative education and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.**

Through the Multi-District Career Center, a satellite project of the Career Development Project, students were assigned three weeks on the job experience, supervised by the Multi-District staff.

The success of the Multi-District concept has been demonstrated by the intense competition for enrollment in the courses by students throughout the area.

In general, the committee concluded that:

1) the second year of project operations was productive in terms of overall goal attainment, and

2) weaknesses cited in the first year project evaluation have been diminished or corrected. For example, communications between the project staff and school administrators as well as building faculties have been enhanced. This has been accomplished by the inclusion of project representatives in regular administrative and faculty meetings.

3) The impact of career development has been such that many of its influences will continue. It has been a catalyst to bring about purposeful change.

4) While it now appears that the influence on teachers from the career education concept has been most effective in the elementary school, the major thrust toward students has been through counseling at the secondary level.

5) As of this time, curricular modification would seem to be most noticeable at the elementary level, and probably has been least responsive to career education in some secondary courses that have long been maintained as necessary "for a good education."

6) The evaluation team is concerned about the scope and sequence use of career development materials in the elementary schools as teachers were being encouraged to use any or all materials for the first year. The scope and sequence of materials may become a significant problem in future years. It is suggested that eventually the materials available from career development sources should be classified into developmental levels for use according to the career background of children. Individualized teaching approaches may be the answer to this problem providing the teachers feel comfortable with this type of instruction. The development of curricular guides, if prepared by teachers, working together may be one answer to scope and sequence organizational problems. However, the history of the utilization of curricular guides by others than those who prepared the guides does not encourage this approach.

7) The elementary curriculum specialist is to be commended for her efforts to develop objective information tools to measure student progress in career development class situations. However, since control groups were not available, the only possible interpretations of results would be generalizations, which while indicating above average improvement, cannot be cited as evidence.

It is the recommendation of the evaluation team that other members of the project staff work specifically to study and produce valid objective instruments to measure the results of career education. It is recommended that professional help be involved to ensure validity and reliability of the valuative device and the procedures used.

It is also suggested that for purposes of evaluation, placement, and follow-up that information be accumulated and be made available as necessary to those whose concern is career education with all its curricular implications.

8) The proposal for parent workshops, or parent-teacher workshops for short(one-evening)duration would seem to be a logical step in the expansion of career development. Information from most counselors would seem to indicate a lack of parental knowledge or understanding of school programs; it is logical, therefore, that they are even less informed about career education. It would seem to the evaluation team that the involvement of parents in career education planning and implementation can be one of the lasting effects of the program and can lead to many curriculum improvements in the future.

9) One of the major concerns of the evaluation team was the apparent lack of response of some senior high school teachers in general to career education. From visits with the high school principal, the curriculum director, and the assistant superintendent, it would appear that the curricular program of career development certainly has leadership support. Almost every evidence, however, is that some courses as conventionally taught do not reflect in themselves any purpose recognizable to the student as part of his future. To the student, himself these courses may offer him little more than a "time in rank" before advancement requirement.

This problem is not unique to the Watertown schools and may reflect some definite implications for secondary teacher training programs. In Watertown, the workshop for senior high school teachers as promoted by the Career Development Project held in August may have some curricular ramifications for individual teachers as may also the proposed teacher-student advisory plan.

It is apparent that the overall curriculum choices at the Watertown Senior High School are excellent. While the requirements for sophomore students are somewhat restrictive, the choices of areas within subjects, in English and mathematics, certainly gives the student more complete opportunity to make class selections in accordance with his career plans.

10) Of special importance, and the evaluation team did not follow this up, is the availability of counselors and career development guidance to students at the time they pre-register. The commendable summer follow-up program by the counseling staff might have been even more effective if some students had not thought it necessary to change their registration due to career information that may not have been available at regular registration periods.

11) The efforts of the secondary curriculum specialist in defining and broadening the occupational clusters for the improved understanding by students and teachers are commendable. The evaluation team recommends that this be expanded one step further with the possible identification on the same sheets of certain elective core courses somewhat basic to each occupational cluster.

12) As this program culminates, it will require a rather continuous internal evaluation so that those desirable and financially feasible portions developed or perfected during the last year of the project may be continued. Whether a full-time career development specialist should be continued on the staff is one of the decisions that may need considerable study.

13) Plans should be formulated for the eventual distribution of materials now housed at the career development center. Whether these should eventually be housed in the school libraries, the A-V Center, in counseling centers, or in administrative offices should be worked out in advance so that a shift can be made not only in material location but also in information to teachers and counselors as to where the material can be found.

Overall, the evaluation team was convinced that career development as envisioned and applied in the exemplary project at Watertown has been and will continue to be an effective force in improving the educational opportunities and successes of students. In some instances, the influences of the project are not as apparent as in others. This does not mean, however, that these influences are not present. In the opinion of the evaluators the Watertown School District has a better school system because career development is a part of the school program.

U. S. OFFICE OF EDUCATION
EVALUATION REPORT
JULY, 1972

This evaluation report has been prepared subsequent to a site visit to the above project on May 15 and 16, 1972. Members of the site visit team and those contributing to this report were: Mr. E. B. Oleson, State Director, Division of Vocational-Technical Education, Pierre, South Dakota; Mr. John Lacey, Program Officer, U. S. Office of Education, Denver, Colorado; and Mrs. Joyce Dechman, Program Officer, U. S. Office of Education, Washington, D. C.

This project, designed for the implementation of career development activities in Grades K through 12 first received funding in September, 1970, under Part D, Exemplary Programs and Projects in Vocational Education, of P.L. 90-576. It was designed for and has been pursuing the following objectives related to career development, career preparation, and career placement within the Watertown Public Schools.

a. The development and implement of an in-service program for counselors on occupational counseling to increase their ability to assist non-college bound students.

b. The development and implementation of a program of occupational information which will be integrated into the curriculum of the eight elementary schools (K-6). The program will be designed to increase the students knowledge of the "world work" and the application of the curriculum content to the world of work.

c. The development and implementation of a program of occupational information, orientation, and exploration for secondary school students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and facilitate them in seeing first hand occupational training programs and workers employed in occupations unfamiliar to them.

d. The development and implementation of a program to identify at an early age the potential drop-outs. Those identified will become involved in an intensive program of counseling, training, job placement and followup, whether they continue in school or drop out prior to graduation. The goal being to reduce the flow of these students into the ranks of the under-employed and-or unemployed.

e. The development and implementation of work experience, cooperative education and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

f. The development and implementation of provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs will be very intensive and of school duration.)

g. The development and implementation of provisions for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement may be in a job or in post-secondary occupational training. Placement will be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

It should be noted that while this project received funding in September 1970, not all project staff members were employed at that time. Consequently, objectives of the project now reflect levels of development and implementation which appear to be dependent on the length of time the staff members have been active within the project. In this regard, for example, it should be noted that the secondary curriculum occupational education specialist was not employed until August 9, 1971—almost one full year after the Watertown project was first provided funding.

While delays were experienced in the assembling of staff for the purposes of the project, the Watertown school district is to be commended for the selection of a highly qualified, highly motivated, and enthusiastic group of professional people. Without exception, the staff members appear to be establishing and maintaining a level of rapport with local school administrators, counselors, and teachers which is conducive to the achievement of change within the educational experiences of Watertown youngsters.

The concept of career development as an important part of the total school responsibility for maximum educational and social development of every child receives remarkable support and commitment on the part of all school administrators in Watertown as well as on the part of the local school board. It would appear to this team that the level of success ultimately achieved within the Watertown schools will be limited only by the extent to which this dedication and support is effectively communicated to the classroom teachers, counselors, and principals, and by the extent to which materials and resources in the way of inservice training can be made available for these purposes.

Further, the team wishes to comment that the personal involvement of the school board members and of the school administrators in the educational processes of the Watertown schools is to be highly commended. Only rarely does one observe this level of personal involvement, understanding, and teamwork in our educational community.

Following are reactions and observations of the evaluation team to the status of the various objectives of the project within the Watertown schools. The team acknowledges that a two-day visit, during which time many classrooms were not accessible because of standardized testing, leaves much to be desired in terms of our thorough understanding of both project activities and implementation strategies.

a. The development and implementation of an inservice program for counselors on occupational counseling to increase their ability to assist non-college bound students.

Much appears to have been achieved in the designation and operation of a center for occupational information in Watertown High School and in the employment of a well-qualified vocational counselor. The district is also planning and beginning to implement an aptitude, interest, and achievement testing program which will contribute much to the ability of youngsters to make career decisions on the basis of greater self-awareness and greater self-understanding. The location of the information center away from the regular counseling office contributes, however, to the impression that "career" counseling and "academic" counseling are still viewed in Watertown as being quite separate and apart from each other. Evidence also existed in the Occupational Information Center to suggest that youngsters with problems—whether of a discipline nature, emotional nature, or academic nature—are more likely associated by the school staff with this office or else these youngsters more closely associate themselves with this office than with the regular academic counseling office. While career counseling and career preparation programs have much to offer school alienated youth, it should become the business of <u>all</u> counselors for <u>all</u> youngsters. It seems unfortunate to this team that a program being developed for <u>all</u> youngsters should, by physical separation and by the preconceived attitudes of a school staff, so quickly become a place to send problem youngsters. It is hoped, rather, that <u>all</u> counselors could help <u>all</u> youngsters identify a career goal and then assist each youngster in charting a realistic path by which he might achieve that goal. Academic choices and college entry versus vocational school entry then become secondary counseling activities to the larger developmental problem of career choice which is universally important to all members of the student body. It is requested, then, that ways be found during the summer to merge both physically and programmatically the two counseling programs which appear, admittedly at a cursory glance, to be operating independently of each other. As teachers through curriculum revision take over much of the giving of career information and the giving of educational information related to career success then, hopefully, all counselors will be freed to deal more with the youngsters in the affective domain. Hopefully, then, counselors can monitor, through group and individual counseling, to be sure that each child is developing greater self-awareness and self-understanding and is personalizing career and educational information to the point that realistic goals can be set and the pathways found to achieve those goals.

b. The development and implementation of a program of occupational information which will be integrated into the curriculum of six elementary schools (K-6).

Under the capable leadership of Mrs. Helen Dickson, a good deal appears to have been accomplished at this level. Teachers have been provided inservice training and the necessary resources by which to develop and implement classroom activities for the purpose of increasing youngsters' awareness of career options. In most, if not all activities, teachers have been successfully integrating these activities with the related basic skills areas of language arts, math, social studies and science. Activities have been designed which not only increase the youngsters' awareness to careers but which also permit them to see relationships between their academic skills and the real world outside the classroom. It is our understanding that as the school district undertakes curriculum revision (science curriculum now in process) these kinds of career development activities will become a permanent part of the Watertown elementary program. It is hoped that during the summer, goals and objectives at the elementary level can be agreed upon which will insure not only a sequential program in the light of a selected theory of child development but which will also insure comprehensive coverage of career options. Throughout the elementary grades, teachers should continue to be encouraged and assisted in efforts to build an educational program that encompasses the use of tools and other paraphernalia which permit youngsters to make practical, material application of concepts which were traditionally assumed to be learned by rote or only in the cognitive domain.

c. The development and implementation of a program of occupational information, orientation, and exploration for secondary school students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and facilitate them in seeing first hand occupational training programs and workers employed in occupations unfamiliar to them.

This particular phase of the Watertown project appears to be still on the drawing board. The late identification and employment of the secondary curriculum occupational education specialist has resulted in less than optimum development and implementation at the Grades 7-12 level. It is our understanding that some career development activities have been implemented at the junior high level, but that these have been more in keeping with an upward expansion of the elementary concept intended for this level. It is also our understanding that a summer workshop will permit more concrete program development at the junior high level. This workshop will be funded internally by the local district as a three-year study. Based on the best information this team was able to gather, it would be our suggestion that the summer workshop be dedicated to the development and articulation of an ideal program for Watertown schools at this level even though full implementation of the program may have to be projected into the future. While the complete turnaround of the junior high program may not be possible in the coming year because of time and staffing constraints, it would be well to establish long range goals which are not limited to existing constraints. With a program which the district deems ideal on the drawing board, and with long range and short-term goals toward this ideal specified, more meaningful progress can be achieved. At a minimum it appears essential that some field testing operations be undertaken in the fall of 1972.

Significant progress has also been achieved at the senior high level in the "Career Center" and the continuation of a post-secondary Area Vocational Technical School. It should be stated, however, that little progress is visible in the grades 10-12 ongoing academic curriculum. It is hoped, of course, that the concept of career development for all students, college-bound as well as employment-bound, can be articulated from the elementary and junior high levels so that it also becomes an integral part of the ongoing educational program at the high school level. One activity has been implemented at the 10-12 level which permits a full-day release from school so that any youngster can spend a day of observation in an occupation of interest to him.

d. The development and implementation of a program to identify at an early age the potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement and follow-up, whether they continue in school or drop out prior to graduation.

A qualified staff member has been employed for the implementation of this component. Dropout prone youngsters have been identified at the high school level and enrolled in a career development class which meets for one hour a day, five days a week. Class time is dedicated to career and personal counseling field trips and other activities designed to assist these youngsters in reaching a career choice. In addition, surveys have been made for the purpose of identifying potential work training stations. Hopefully, the program will be fully implemented in the summer and the fall of 1972 to include on-the-job training opportunities.

e. The development and implementation of work experience, cooperative education and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.

In addition to the day's release for work observation at the senior high level and the on-the-job training program for dropout prone youngsters, each student in the eight occupational areas offered in the multi-district program cycles out of the classroom for at least a two or three week on-the-job training experience. A regular distributive education program, providing a half day on the job throughout the year, is also in place in the Watertown district.

The following section of the evaluation report will move away from the specific objectives of the Watertown project and will provide reactions and recommendations in terms of U. S. Office of Education requirements for Exemplary Projects and some other general concerns with career education programs as they appear to be developing.

It should be noted that the Watertown school district and this project have made good efforts at securing the participation of non-profit private school students in the activities outlined in the initial proposal. Non-profit private school teachers have been invited to participate and have elected to participate to some degree in the inservice training programs. Members of our project staff call on the non-profit private schools to offer assistance and to provide career information resources as they are requested for classroom activities.

Elementary special education teachers have been included in inservice training and are implementing career awareness activities in their classrooms which are designed to meet the particular needs of these youngsters. It would be our general observation that perhaps these youngsters are not being served adequately above the elementary level where they probably should be engaging in career preparation programs including sheltered workshops and on-the-job training in occupations requiring limited levels of skill development. As the comprehensive program in career education continues to be developed and implemented, the district will certainly want to turn its attention and concern to the provision of programs which will help each youngster, to the extent that is possible, assume a productive role in society even if this role is somewhat less than those roles normally associated with vocational education programs.

The planning for adequate service to disadvantaged students is very much underway in the Watertown district. The one element not yet implemented which will reflect the accountability of the program in this regard will be the operation of a placement and followup system designed to account for every youngster exiting from the system, whether by dropping out or by graduating. When this sytem is in place and operating adequately, it will reflect not only the degree to which youngsters are truly prepared for employment, but also the degree to which academic students are truly prepared for higher education. If current statistics available to us are accurate, then we feel safe in saying that almost half the youngsters beginning a four-year college program do not complete a baccalaureate degree. If placement and followup results in Watertown reflect the same or comparable experience, then signals are clear that changes in the curriculum or in the career guidance program or in both are as much in order as if a comparable number of vocationally-trained youngsters were unsuccessful in employment. Similarly, college students without clear career goals and college students who lose credits because of frequent changes in their majors have obviously not been well served by their schools in becoming aware of careers, in exploring careers, and in establishing realistic career goals. It is our feeling that teachers in academic programs at the senior high level are already engaged in the shaping of the career aspirations and career goals of their students whether this engagement is by design or by default. We are hopeful, of course, that they will choose to reconsider the relationships between their subject matter and the career goals of the students so that maximum, positive achievement in academic areas can be reached and so that youngsters can make career choices with the full knowledge of the kinds of academic skills which must be mastered for successful work performance.

Since the secondary level exploration and preparation program has been operating, we understand that instructors and administrators at the Lake Area Vocational and Technical School already see a need for readjustment and redefinition of the post-secondary programs. A desirable level of articulation between the secondary and post-secondary programs appears to be emerging.

With regard to the third party evaluation of the project, it is essential that we request a service agreement (subcontract) with one of the agencies or one of the individuals involved which will accomodate a higher level of objectivity on the part of the individual evaluators. It is also requested that the party designated as responsible prepare a single evaluation report which reflects the extent to which each objective of the project is being achieved. It appears almost essential that some system be built in which will measure student outcome in relation to the objectives. Whether such instrumentation and data collection is handled by the project staff or by the third party evaluator, student outcome data should be analyzed and reported by the third party evaluator in his report.

F. Conclusions, Implications, and Recommendations

The Career Development Project is having a great impact on the local school system and is attracting attention across the state. The local community, teachers, and students are involved in the many phases of career education.

The project staff believes the career education ideas developed here have the potential of being transferrable to other sites, if that district has the attitude that career education has value.

A definite attitudinal change has taken place among elementary teachers and principals, and has become a cause — a dynamic way of life — for most of them. Teachers have requested further exposure to career education through small workshops and inservice training. Plans are underway to meet this need. Career education lessons developed in a summer workshop will appear in a guide, along with lessons inspired by audio-visual materials and lessons which teachers have tested in their classrooms.

At the secondary level, the most apparent implications of the career education program are not particularly tangible. In secondary education, where most curriculum is thoroughly departmentalized and there already exists the machinery to implement a wide range of course selections, the tools and expertise needed to integrate career education generally exist. The problem, with all of its underlying implications, centers on a necessary attitudinal change among most secondary teachers and administrators.

In essence, career education in a secondary school must start through a thorough analysis among teachers and administrators of their reason for being — "What are we educating our children for?" Somewhere during the development of our education systems, too many educators have lost sight of what type of education is really needed to prepare a student for life.

It is too expedient for a secondary program in career education to be dominated by an emphasis on occupational information. If the thrust of secondary career education is initially geared to integrating occupational information into existing course work, there is a danger that the more important work of examining the relevance of the course itself may be overlooked.

It is recommended that an effective secondary career education program start with only passing reference to the term "career education." Instead, interdisciplinary task forces should be organized to brainstorm the question, "What should all of our students have from school and the community upon leaving the education system?" If existing curriculum is disregarded and the needs of both the student and the community are given full consideration, the answers to this question will inherently provide the base for a serious career education program.

The intent of the project is for career education to become an integral part of the curriculum, reflected in some way in the life of each student.

An effective way to involve the classroom teacher in career education concepts and attitudes is to include them in counseling activity. This causes the teacher not only to examine both his and the student's reasons for being in the classroom, but results in the life of every student being touched by an individual interest in his life and future. Teachers are seeing more clearly how classroom activity relates to the student and his peculiar interests and abilities.

Emphasis, therefore, continues to be placed on counseling activities K-12 through testing and followup, inservice programs for teachers and counselors, the individual counseling of the junior and senior high counseling staff, and the services of the occupational counseling center and its career development staff members in the senior high.

Appendix A

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